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ABSTRACT

Cooperative doctor of philosophy degree programs in educational administration and supervision have been developed between the College of Education at Georgia State University and three of the System's 14 senior colleges. Cooperating senior colleges are located in three different geographical sections of the state: Valdosta State College; Columbus College; and Augusta College. Cooperative doctoral programs are developed through the joint efforts of the administration and faculty at the university and senior college levels. A needs assessment is conducted at the senior college prior to a formal proposal. This document details the quality controls and the responsibilities of each cooperating university and senior institution. Included are specifics regarding needs assessment, admission procedures, advisory committees, faculty appointments, library resources, and funding necessary to successful implementation of the program. The senior college is responsible for providing course work in the cognate area. All departments in the senior colleges are asked to select from the courses submitted those courses deemed appropriate for student programs. The core area includes courses common to all doctoral students in education, including research, statistics, design, and computer science. A description is presented of residency requirements, financial resources and expenditures, and academic evaluation. (JD)

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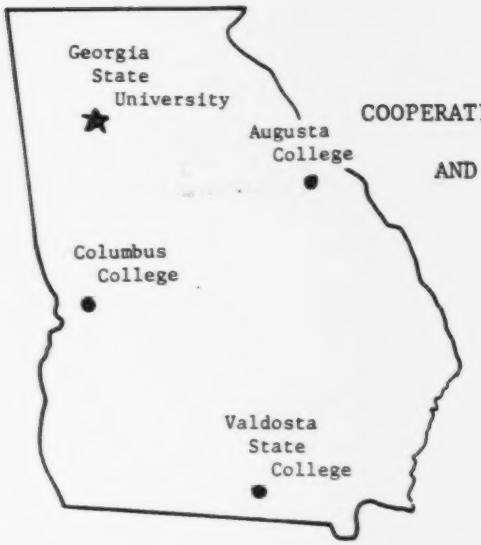

COOPERATIVE DOCTORAL PROGRAMS BETWEEN UNIVERSITIES AND SENIOR COLLEGES: GEORGIA'S SOLUTION FOR CONSERVING SCARCE RESOURCES

a paper presented at the
1985 Annual Meeting of the
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February 28, 1985
Denver, Colorado

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Beginning with the decade of the eighties, the state of Georgia faced enormous political pressure to expand higher education programs at all levels throughout the 33 units of the University System. One factor in this pressure for expansion was the desire of various state regional senior colleges to change their status to university level institutions with the authority to grant doctoral degrees. Parodoxically, these demands came despite worsening financial conditions and enrollment declines throughout the System.

Cognizant of its dual obligation to meet demonstrated needs and to conserve increasingly scarce resources, the Board of Regents as the governing body of the University System of Georgia decided against proliferating expensive educational structures and services.

In its report of statewide needs assessment, The Eighties and Beyond: A Commitment to Excellence (1983), the Board made clear its belief that the people of Georgia would not be well served by a fragmentation of the limited resources available to higher education. While the prestige of senior units may be temporarily enhanced by having the authority to grant doctoral degrees, the quality of the whole System could be considerably deminished. Instead, the Board recommended a program which would require cooperative efforts among existing institutions in an effort to conserve scarce resources.

In September of 1980, the Board of Regents approved the concept of "offering doctoral level cooperative residential degree programs by a university and a senior college in the University System as a viable and efficient means of accomplishing the System's service mission throughout the state" (1980).

The senior colleges have been characterized by the Board of Regents as institutions offering "a limited number of associate degree program offerings, relatively comprehensive offerings at the baccalaureate level and graduate programs below the doctoral level in areas where the college has demonstrated unusual competence and for which the local demand is high" (1983).

Cooperative doctor of philosophy degree programs in educational administration and supervision have been developed between the College of Education at Georgia State University and three of the System's fourteen senior colleges. In addition, a cooperative doctoral program in special education administration and supervision has been developed at one of the three institutions.

Cooperating senior colleges are located in three different but strategic geographical sections of the state: Valdosta State College, located 234 miles from Georgia State University in the extreme southern part of the state; Columbus College, 110 miles southwest of Georgia State; and Augusta College, approximately 150 miles east of the Georgia State campus. Approximately 80 students are currently enrolled for the Ph.D. degree in these programs. The first students were graduated Fall of 1984 at Valdosta State College.

IMPLEMENTATION OF A COOPERATIVE RESIDENTIAL DOCTORAL PROGRAM

Cooperative doctoral programs are developed through the joint efforts of the administration and faculty at the university and senior college levels. To

begin the process, a needs assessment is conducted in the service area of the senior college prior to the development of a formal proposal for Board of Regents' approval. The assessment, usually in the form of a questionnaire, provides information on the availability of an applicant pool and it serves as the initial means for determining courses of study following proposal approval. Experience has shown that at least 150 prospects are needed in an area of the state. Of this number, approximately 50 emerge as candidates for admission and about 25 become admitted applicants with some 20 as subsequent enrollees.

After the needs assessment, a formal proposal is prepared in accordance with a document developed by the Regents known as "Basic Guidelines to Assist Departments in Discussions Concerning Cooperative Doctoral Programs in Education." This document details the quality controls and the responsibilities of each cooperating university and senior institution. Included are specifics regarding needs assessment, admission procedures, advisory committees, faculty appointments, library resources, and funding necessary to successfully implement the program.

Admissions. Faculty at the senior institution begin the admissions process by conducting a needs assessment to determine if there is a qualified pool of applicants seeking employment opportunities in programs for which there is a clear demand in the service area of the senior institution. Applicants are then interviewed jointly by faculty representatives from the university and senior level institution. Decisions are reached by consensus using the regular Georgia State University admission standards and procedures which include:

1. A masters degree, or equivalent, from an accredited graduate institution;

2. Acceptable graduate grade point average and raw scores on the Miller Analogies Test or the Graduate Record Examination;
3. Transcripts from each institution attended;
4. Letters of recommendation;
5. Autobiographical statement including a statement of career goals;
6. Evidence of potential for professional writing.

Admission to cooperative programs are handled the same as that for on-campus programs. All admission materials are assembled by the graduate admissions office of the senior institution. Completed admissions files are forwarded to the appropriate department faculty for a preliminary review. Duplicate files are sent to the Georgia State University office of academic assistance. Following a preliminary review of applicant files, faculty from the university travel to the senior college where they are joined by faculty selected to participate cooperatively in choosing applicants for the programs. Both faculties serve as a screening committee for interviewing promising applicants. During the interviews, applicants respond to a variety of questions designed to elicit evidence of leadership potential, professional promise, and willingness to endure the rigors of doctoral study. When interviews are concluded and rating forms are completed, the screening committee meets, makes recommendations, and forwards them to the university for consideration by the appropriate departmental faculty. Approximately 20 applicants are accepted from a pool of around 50. The academic qualifications of admitted applicants to cooperative programs have been equivalent to those of on-campus doctoral applicants.

Program Administration and Organization. All cooperative doctoral programs are administered by the assistant dean and director of graduate studies in cooperation with the chairmen of the Departments of Educational Administration and Supervision, and Special Education. In addition, one university faculty member with a reduced load is assigned as the faculty coordinator for each program at each institution.

Faculty coordinators are responsible for the on-site operation of the programs. Their activities include the initial selection of teaching faculty, appointment of doctoral advisory committees with student input, planning doctoral programs of study, registration, determining and specifying residency requirements, organizing internships, coordination of the development, administration, and evaluation of comprehensive examinations. These program elements will be discussed in some detail.

Faculty Selection. Three faculty members from each of the associated university departments (including coordinators) serve as advisers and members of the doctoral advisory committees. According to Regents' policy, joint (adjunct) appointments must be held by those individuals teaching and advising in the cooperative program at the senior college. The approval process includes a formal review of vitae and approval by majority vote of the appropriate university faculty. These recommendations are forwarded to the vice president for academic affairs for subsequent approval by the University System. Program offerings and teaching assignments are worked out jointly by the cooperating institutions. Exchange of course syllabi and other materials is designed to insure equivalence of courses.

Doctoral Advisory Committees. Selection of an advisory committee takes place during the first year of doctoral study, or before thirty quarter hours

have accrued. Each committee consists of five members: a major adviser, appointed by the university, an associate adviser appointed by the college; and at least one additional faculty member appointed from each institution. One additional member must be selected from a discipline/academic area outside the College of Education. The "outside" member is usually a member of the senior college faculty who teaches courses in the cognate area of the program of study which is explained below.

According to College of Education guidelines, the advisory committee is responsible for program planning, designing a residency, evaluating comprehensives, approving the dissertation prospectus, and recommending admission to doctoral candidacy. In addition, the advisory committee may direct the dissertation, or another committee may be reconstituted from the original advisory committee for directing the dissertation.

Programs of Study. Each student in consultation with the doctoral advisory committee plans an initial program of study by the end of the first year or before thirty hours of course work is completed. The same is required of Georgia State University campus students, with the program planned to include course work in a core area, major, and one or more cognate areas. A minimum of thirty quarter hours is required in a discipline/academic area outside the College of Education. This is usually planned as the cognate or what some universities refer to as the minor.

The senior college is responsible for providing course work in the cognate area. All departments in the senior colleges are asked to identify courses for the cognate. The university and senior college coordinators select from the courses submitted those courses deemed appropriate for student programs.

The core area includes courses common to all doctoral students in education. Such courses include research, statistics, design, and computer science.

Major area course work includes a minimum of thirty hours uniquely appropriate to each student's area of specialization. While some programs require more course work than others, a minimum of ninety quarter hours is required. No dissertation credit can be counted toward the ninety-hour minimum.

Residency. Residency at Georgia State University has been interpreted to mean full-time involvement in the doctoral program. Residency enables the student to maintain close and continuous contact with faculty, professional colleagues and other students. The structure and duration (courses and tasks) of residency are determined by the student's program committee with the approval of the department chairman and director of graduate studies. In order to meet the Georgia State University residency requirement, the student must enroll for 10 quarter hours of course work (each course is 5 quarter hours) for three consecutive quarters. In addition, professional activities are planned for the student to fultill the intent of the residency requirement.

The residency requirement for this program was modified only in relation to full-time involvement and the necessity to leave full-time employment. Students in the Georgia State University/Valdosta State College program were allowed to maintain full-time employment, and were expected to complete a residency requirement of 10 quarter hours for three consecutive quarters while also engaging in professional tasks outside of their employment responsibilities. The Georgia State University special education faculty generated and approved a set of tasks and activities in which previous full-time doctoral students had been involved. These activities served as a guide to student committees in their evaluation of the residency experiences.

Comprehensive Examinations. Doctoral examinations are generally taken at or near the completion of all course work. These exams are developed and evaluated by the student's doctoral advisory committee composed of university and senior college faculty members. Successful completion of the exams is required before the student is admitted to candidacy. The exams test the student's ability to analyze, synthesize, and assess problems and situations under controlled conditions.

Prospectus. Following the successful completion of the doctoral comprehensive examinations, each student is required to submit a dissertation prospectus demonstrating the competence necessary for writing the dissertation. The prospectus develops the philosophy and/or theoretical knowledge base for the dissertation topic, establishes the significance of or rationale for the study, describes the methodology or procedures to be used, and suggests implications of the findings.

Students present the prospectus to their dissertation committee for approval. Some of the meetings for approving the prospectus have been conducted by teleconferencing techniques. Other meetings are scheduled when the Georgia State faculty can be on the senior college campus.

Dissertation. The dissertation and its defense are culminating activities indicating that the student has mastered the methods and tools of research. It serves as proof of the doctoral candidates scholarly abilities. The defense of the dissertation is conducted at the senior college with a public announcement on both campuses. Commencement exercises may be held on either campus but so far all the graduation exercises have been at the senior college with the Georgia State University officials conferring the degrees.

Financial Resources and Expenditures

The funding for cooperative doctoral programs is accomplished, in part, through the regular Board of Regents' credit-hour-driven formula. The university provides the faculty to teach most of the course work in the major field while the local senior college provides the faculty to teach the core and cognate courses. Thus, the program results in considerable increases in credit hour production for both the university and the senior colleges. Since the beginning of cooperative programs in Fall Quarter, 1982, Georgia State University has gained a total of 3,217 credit hours while the senior colleges have received in excess of 2,500 credit hours.

If the university personnel teach the course in the cooperative program, the university receives both the credit hours produced and all tuition fees. If college faculty teach program courses, the college will receive the hours produced and all tuition and fees. If the college personnel teach a university course, the university gets the credit hours and all tuition and fees while the college is reimbursed for the professor's time from the Regents' allocation to the university.

In addition to the regular sources of revenues, the Board of Regents provides a flat dollar amount to the university for expenses to cover those activities that are required beyond the normal on-campus university and college programs. Examples of expenses include travel and lodging for university based professors, library resources, instructional equipment and materials, publicity, and the purchase of released time for professors teaching, advising, and coordinating the program. For the first year of the program the additional resources amounted to $85,000.

The Evaluation Process

With respect to academic evaluation, it is intended that the cooperative Ph.D. programs be measured against the on-campus programs. This is accomplished by comparing mean standard test scores at the point of admission; examining attrition rates; requiring both groups to meet the same course requirements and testing measures; and by examining successes of the Ph.D. written comprehensive examinations. Finally, data are collected through post-graduate interviews and surveys for the purpose of assessing program effectiveness, evaluating student achievement, and for future planning.

Conclusions

Cooperative programs are succeeding in providing advanced leadership opportunities to those geographical areas not presently served in Georgia. Students are beginning to graduate from these programs. For now, it appears that cooperative programs are highly cost effective compared to the alternative of further dividing the scarce state resources and personnel required to support numerous senior colleges if they were to be granted university status.

The fact that an urban university and several state senior colleges can work together to deliver a quality doctoral program is noteworthy. It takes careful planning, careful selection of students, good library resources, and sound organization and administration of the program.

The offering of doctoral programs as far as 234 miles from the main campus appeared at first to be a formidable task. However, the students, faculties and administrators involved are very supportive of these programs and believe that they are succeeding in providing economical and high quality educational opportunities to underserved areas of the state of Georgia.